

COMMON CORE STANDARDS: Grade 3

QUARTER
1 2 3 4

READING - LITERATURE:

KEY IDEAS AND DETAILS

- 1. I can ask and answer questions to show understanding of a text, specifically referring to parts of the text for the answers.
- 2. I can recall stories, including fables, folktales, and myths from diverse cultures; I can discover the main (central) message, lesson, or moral, and I can explain how this message is conveyed (delivered) through important details in the text.
- 3. I can describe characters in a story (such as their characteristics (traits), motivations, or feelings) and explain how their actions contribute to the sequence of events.

CRAFT AND STRUCTURE

- 4. I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 5. I can refer to parts of stories, dramas, and poems when I am writing or speaking about a text, using terms such as chapter, scene, and stanza; I can describe how each part builds on earlier sections.
- 6. I can tell the difference between the point of view of the narrator (storyteller) and those of the characters.

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7. I can describe how certain things about a text's illustrations (pictures) contribute and add to the words in a story (like creating mood, showing us things about a character or the setting).
- 8. (Not applicable to literature)
- 9. I can compare and contrast (alike and different) the themes, settings, and plots of stories written by the same author about the same or similar characters (as in books from a series).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 10. By the end of the year, I will be able to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

READING - INFORMATIONAL:

KEY IDEAS AND DETAILS

- 1. I can ask and answer questions to show understanding of a text, referring specifically to parts of the text for the answers.
- 2. I can determine the main idea of a text; recall the important (key) details and explain how they support the main idea.
- 3. I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that has to do with time, sequence (order), and cause/effect (this makes that happen).

CRAFT AND STRUCTURE

- 4. I can figure out the meaning of general academic and domain-

WRITING:

TEXT TYPES AND PURPOSES

- 1. I can write an opinion piece on topics or texts, supporting my point of view with reasons.
 - a. I can introduce the topic or text I am writing about, give my opinion, and use my organizational skills to list my reasons.
 - b. I can give reasons that support the opinion.
 - c. I use linking words and phrases (such as: *because, therefore, since, for example*) to connect my opinion and reasons.
 - d. I can create a concluding statement or section.
- 2. I can write informative/explanatory texts to explore a topic and convey ideas and information clearly.
 - a. I can introduce a topic and group related information together; I include illustrations when useful to help understanding.
 - b. I can develop the topic with facts, definitions, and details.
 - c. I use linking words and phrases (like *also, another, and, more, but*) to connect ideas within categories of information.
 - d. I can provide a concluding statement or section.
- 3. I can write a narrative (story) to develop real or imagined experiences or events using good technique, descriptive details, and a clear sequence (order) of events.
 - a. I can create a situation and introduce a narrator and/or characters; I can create a reasonable sequence of events.
 - b. I use dialogue (words of a discussion) and descriptions of actions, thoughts, and feelings to create experiences and events or show the response of characters to situations.
 - c. I use temporal (time) words and phrases to tell event order.
 - d. I provide a sense of closure (conclusion).

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. With help from adults, I can produce writing in which the development and organization are appropriate to the task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 5. With help from peers and adults, I can develop and strengthen my writing as needed by planning, revising, and editing.
- 6. With help from adults, I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate (work well) with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- 7. I can work on short research projects that build knowledge about a topic.
- 8. I can recall information from my experiences or gather information from print and digital sources; I can take short notes on the sources and sort evidence into categories.
- 9. (Begins in grade 4)

RANGE OF WRITING

- 10. I can write over longer time frames (with time for research, reflection, and revision) and shorter time frames (a single sit

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QUARTER
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ENGLISH LANGUAGE ARTS

specific words and phrases in a text appropriate to a *grade 3 topic or subject area*.

- 5. I can effectively use text features and search tools (such as: key words, sidebars, hyperlinks) to find information about a given topic.
- 6. I can tell the difference (distinguish) their point of view from the point of view of the author of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7. I can use information I've gotten from illustrations (maps, photographs) and the words in a text to show an understanding of the text (where, when, why, and how key events occur).
- 8. I can describe a logical connection (how it makes sense) between particular sentences and paragraphs in a text (such as comparison, cause/effect, first/second/third in a sequence).
- 9. I can compare and contrast the most important points and key details from two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 10. By the end of the year, I will be able to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

READING - FOUNDATIONAL:

PRINT CONCEPTS

- 1. (Ends in grade 2)

PHONOLOGICAL AWARENESS

- 2. (Ends in grade 2)

PHONICS AND WORD RECOGNITION

- 3. I know and can use my grade-level phonics and word analysis skills in decoding words.
 - a. I can identify and know the meaning of the most common prefixes and derivational suffixes (slow becomes slowly).
 - b. I can decode words with common Latin suffixes (-ty, -able).
 - c. I can decode multi-syllable words. (kit-chen)
 - d. I can read grade-appropriate irregularly spelled words.

FLUENCY

- 4. I can read with enough accuracy and fluency (smoothness) to help with comprehension.
 - a. I can read grade-level text with purpose and understanding.
 - b. I can read grade-level prose and poetry out loud (orally) with accuracy, at an appropriate speed, and with expression.
 - c. I can use context (clues from words and sentences around the new word) to confirm or self-correct my word recognition and understanding, rereading if necessary.

ting or a day or two) for various specific tasks, purposes, and audiences.

SPEAKING & LISTENING

COMPREHENSION AND COLLABORATION

- 1. I successfully participate in various collaborative (group) discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and can express my own ideas clearly.
 - a. I come to discussions prepared, having read or studied the required material; I can draw on my preparation and other information I know about the topic to explore the ideas we are discussing.
 - b. I follow agreed-upon rules for discussions (such as becoming the speaker in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. I ask questions to check my understanding of information presented, I stay on topic, and I can link my comments to the comments of others.
 - d. I can explain my own ideas and understanding in relation to the discussion.
- 2. I can find the main ideas and supporting details of a text read aloud or information presented in various media and formats, visually, quantitatively (objective, measurable), and orally.
- 3. I can ask and answer questions about information from a speaker, offering more ideas and details (elaboration).

PRESENTATION OF KNOWLEDGE AND IDEAS

- 4. I can report on a topic or text, tell a story, or recall an experience with appropriate facts and descriptive details, speaking clearly at an understandable pace (speed).
- 5. I can create interesting audio recordings of stories or poems that show fluid (smooth) reading at an understandable pace; I can add visual displays when appropriate to emphasize or enhance (broaden, illustrate) certain facts or details.
- 6. I can speak in complete sentences when appropriate to the task and situation to provide requested details or clarification.

LANGUAGE:

CONVENTIONS OF STANDARD ENGLISH

- 1. I demonstrate an understanding of the rules of standard English grammar and usage when I am writing or speaking.
 - a. I can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions (job) in particular sentences.
 - b. I can form and use regular and irregular plural nouns.
 - c. I use abstract nouns (*childhood*).
 - d. I can form and use regular and irregular verbs.
 - e. I can form and use simple verb tenses. (such as: *I walked; I walk; I will walk*)